

The Seagull



Issue 762 Friday 16th February 2024

Week beginning 26th February is Week 2

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HEADTEACHER'S NEWS

Gold Seagull Winners

Congratulations to this week's Gold Seagull winners:



Selena, Jessica and Richie in Year 7.

This week we turned our school hall into a TV studio with the help of Crew Room Academy. There was a real buzz around school as students put on their very own chat show. Thirty students participated in a project where they worked with industry professionals learning about careers in the TV industry. Students ran the cameras, were floor managers, directors, sound and light engineers, performers, presenters and even weathermen! An outside broadcasting truck arrived on site on Monday evening and was used by students. Over 400 students had the opportunity to tour the truck and see what goes on behind the camera. With the development of the Dagenham film studios there will be future job opportunities in the TV studio. This project was about educating the students about the different roles available. I'd like to thank Inspiring futures, Crew Room Academy and all the industry professionals who gave up their time to make this happen!

It was great to see so many Year 9 parents/carers on Wednesday. We are in the process of organising student option choices into classes and will write to students to finalise their options after Easter. I was really impressed with the thought and consideration the students had put into making their options. We will try our best to ensure students get the majority of their choices.

Next week is half term. Can I thank parents/carers for their support, and I hope you have a good half term. We look forward to welcoming students back on Monday 26th February at the usual time.

Ms Keane
Headteacher

For attention of Year 8 and Year 10 parents/carers

Our school, along with several others, has agreed to participate in a very important Health Behaviour Survey amongst young people. We have been asked to support the work of the Local Authority Children's Services and Public Health and we stand to benefit through our participation.

The survey data in schools may prompt review of the curriculum and have also been used in a variety of ways including:

1. As a starting point for discussion in classroom activities
2. As a guide in the choice of resources
3. As a prompt for appropriate timing of courses
4. As a beginning for further enquiry to strengthen existing programmes, e.g. in PE

5. As a starting point for discussions
between parents/carers and schools

The survey method that we are using has been developed by the Schools Health Education Unit, Exeter and over three thousand schools have used the survey, many of them regularly repeating the survey. The questions concern a wide range of health behaviours, for example:

Home and family
Relationships, emotional health, and well-being
Tobacco, Alcohol
Leisure and money
Healthy Eating
Exercise
Drugs
Sexual health

The Children's Services and Public Health will also have a reliable database upon which it can objectively plan health care provision for young people. Links between the school and the Authority can be strengthened. Both the Local Authority and the school find the content of the questionnaire acceptable; it has been customised to suit our local setting.

Each questionnaire is anonymous and confidential, and no pupil will be identified when the data is returned to our school. The Local Authority will receive only the summary of all schools in which individual schools are not identified. Data Protection concerns are covered in the Privacy Notice for pupils, which can be found on the school website.

I hope you will agree with us that this is an exercise in which we wish to co-operate fully. I will assume you do approve unless I hear otherwise, and I look forward to working with you in planning improved health promotion for our pupils. We hold a copy of the questionnaire in the school office and, if you would like to examine it, you are welcome to do so by appointment.

The survey will be carried before the 28th March 2024.

Ms Draisey
Head of Year & Senior Mental Health & Wellbeing Lead



Time to Talk 2024



Time to Talk day this year was on Thursday 1st February. As a staff body we celebrated on Monday 5th as we wanted to give everyone the weekend to perfect their bakes!

We held our annual Great JRCS Bake Off where we ask staff to channel their inner Mary Berry and make some exquisite cakes to sell for charity. The day is all about recognising the value of 'talking' in preserving positive mental health for all.

This year we had some amazing examples of our staff talent, including:

- Chocolate & Raspberry – Ms Simpson
- Multi-coloured marble & chocolate – Mr Watts
- Time to Talk heart – Ms Begum
- Yellow Lemon – Ms Hillsden
- Three-layer strawberry dream – Ms Boulton

I think you will agree, it was a rather impressive turnout. This year we fundraised for Shout UK and raised over £75 for this amazing charity. Of course, we had to crown a winner, Ms Begum, well done and congratulations!

I look forward to what 2025 might bring, most of all I thank everyone for getting involved.

Ms Draisey
Senior Mental Health & Wellbeing Lead

Congratulations



We would like to offer our congratulations to Mrs Levene who gave birth to a beautiful boy on Thursday 8th February. We wish them all the best.

JRCS

Year 11 Motivational Speaker



Last week, our Year 11s had the pleasure of a workshop with an award-winning motivational speaker (David Hyner). David has been speaking for 26 years and gave me the motivation when I too was in Year 11, now over 15 years ago!



David spoke to them about being the best version of themselves in the coming weeks as they approach their final mock exams and eventually, their GCSEs. They also learnt a great new memory strategy that had them imagining crabs with pyramids for shells, a peer in a tutu, almond nuts screaming 'Yes' and much more!



We hope Year 11 got the best they could from the session and are ready to go for the months ahead. We have some February revision sessions with maths and their mocks starting on the first Friday back – go get them Year 11!

Ms Draisey
Head of Year 11

The Violence Reduction Unit Conference

Last Tuesday JRCS was asked to be involved in the London Violence Reduction Unit Conference by giving a workshop about our approach to staff and student wellbeing. We were used as an example of 'promising practice' which was exciting for us!

The whole day was about launching the new London Inclusion Charter, which aims to:

1. Embed Equity & Diversity.
2. View students as active citizens.
3. Be adaptable and reflective.
4. Be beyond academic achievement.

We are excited to continue to work with the VRU in the future to promote good mental health and wellbeing for all. I led the workshop and presented to a range of people from Nurture UK, the Youth Justice system, Universities and more, which was daunting but has given us lots of new connections to get even more support here at JRCS.

We were also really proud to see Zubin (former student) who is a part of the VRU Young Persons Action group, he opened the whole conference. Zubin spoke eloquently about school experiences and the need for us to work together with young people to ensure inclusivity for all. Zubin even got to meet the London Mayor Sadiq Khan who was in attendance.

Pictured below is myself (Ms Draisey), Zubin, Lib Peck (Head of the VRU) and Maureen McKenna (leading on the inclusion charter for the VRU).



It was a truly inspiring day!

Ms Draisey
Senior Mental Health & Wellbeing Lead

Media Workshop



JRCS was lucky enough to have The Crew Room Academy approach the school and offer a media workshop to a selected group of Year 10 and

Sixth Form students. The students had to write a letter of application and do an interview to be allowed to take part in this unique opportunity.

On the day, a large outside broadcasting truck came onto school site and Boothroyd Hall became a studio. The students learned about camera operations, vision mixing and the technical side of television production, technical roles and sound. They were the floor managers, the presenters and the editors, working with approximately twenty industry professionals to prepare, film and live edit a television production.

Eloise in Year 10 said "this has been a brilliant day; I have learned so much. The truck is so big and expensive with so much equipment in it. Everyone was really friendly; you can tell they love their jobs."



Ms Harland, Head of Media, said "It is difficult to put into words how important today has been. The students have learned all about television production, the specialist roles and the skills involved. I am so grateful that Inspiring Futures and The Crew Room Academy have come to work with our students today."

Mr Cully, SLT in charge of Careers, said "This whole event has been brilliant, the crew and staff involved have been fantastic. Watching everyone working together so politely and with such appreciation is a great example of the outstanding provision here at Jo Rich."

The truck was open for students to walk around during break and lunch. Everyone involved said the Jo Richardson students were friendly and asked relevant questions. What a great experience for everyone at Jo Richardson.

Ms Harland
Head of Media Studies

Library News 16th February 2024

Poetry by Heart and Book Clubs started this week. Mrs Sumsion and Ms Abu were particularly delighted by the turn out to the Poetry by Heart Club on Tuesday. There were participants from Key Stage 3 and 4 and we all

had a wonderful time reciting and sharing our love of poetry!

POETRY BY HEART TIMES:

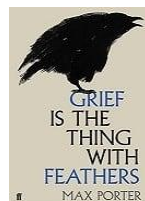
Tuesdays from 3.05 pm - 4.00pm is Poetry by Heart. This is a national competition in which students learn and recite a poem by heart. Students are also encouraged to write and share their own poetry.

BOOK CLUB TIMES:

Years 9,10,11 Wednesdays 2.00pm - 3.00pm.
Years 7 & 8 Fridays 3.05 pm - 4.00pm.

Books are provided by the library and students will decide as a group which book they would like to start with. From March we will be reading texts from the Carnegie shortlist.

Here is a selection of book reviews from this week:



Name: Mrs Sumsion

Book title: Grief is the Thing with Feathers

Author: Max Porter

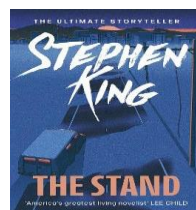
Genre: Polyphonic fable

SUMMARY: In the midst of grief, he

comes. He comes with a crackling of feathers and a smell of decay. He comes like the worst thing you could ever imagine, like something you should never have to imagine, he comes when you need him. He is a reminder, a companion, a harbinger, a scruffy homeless layabout, a friend. He is Crow.

In a London flat, two young boys face the unbearable sadness of their mother's sudden death. Their father, a Ted Hughes scholar and scruffy romantic, imagines a future of well-meaning visitors and emptiness. In this moment of despair, they are visited by Crow - antagonist, trickster, healer, babysitter.

'A hilarious, sad, funny and beautiful novella about grief involving many sounds and voices.'



Name: Wania Year 10

Book title: The Stand (Young Adult Fiction)

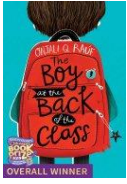
Author: Stephen King

Genre: Horror

SUMMARY: With 99% of the

population dead from a killer virus, the survivors must choose between two very different leaders; King's epic apocalyptic saga has become a modern classic of the dystopian genre.

'I enjoyed this book because it is very intriguing to know who would be getting killed as well as what the villain would do next.'



Name: Joshua Year 7

Book title: The boy at the back of the class

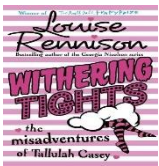
Author: Onjali Q Rauf

Genre: Fiction

SUMMARY: A story of friendship, hope and the importance of kindness, *The Boy at the Back of the Class* is a story full of heart and humour, told from a unique perspective. Featuring illustrations from Pippa Curnick, this is an exceptional book by an emerging voice in children's writing.

When a new boy joins their class, a group of children try to befriend him. They soon learn that Ahmet is a refugee and has been separated from his family. None of the grown-ups seem to be able to help him, so the friends come up with a daring plan, embarking on an extraordinary adventure.

'It is a real-life story of someone who is a refugee boy and that there is war going on in Syria. The story is about a nine-year-old boy called Ahmet and he goes to school to learn how to speak English.'



Name: Veronica Year 7

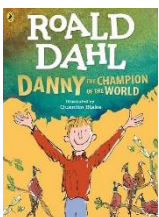
Book title: Withering Tights

Author: Louise Rennison

Genre: Comedy

SUMMARY: Winner of the Roald Dahl Funny Prize 2010 – The first book in the hilarious series from the original Queen of Teen. You'll laugh your tights off.

'It was a fun book, but it has a bit of romance, and the book was about a girl called Tallulah Casey and she cares about her tights, and she is very funny, warm, and sweeter version of her cousin Georgia Nicolson. Tallulah fell in love with her tights, although some bits can be weird.'



Name: Hazel Year 7

Book title: Danny the champion of the world

Author: Roald Dahl

Genre: Comedy

SUMMARY: Danny has the most marvellous and exciting father anyone ever had. He can repair any car or machine that people bring to him, loves going on adventures with Danny and tells him incredible stories

around the stove in the cozy caravan they call home.

The land around them belongs to Mr Hazell, a rich bully who NOBODY likes, not one-little bit. So, Danny and his father concoct a daring plot that will give Mr Hazell the greatest shock of his life.

'There was this chapter in the book which had my name in it, and there was a lot of arguing with each other and many things in the story that were so funny and interesting. There was a good amount of investigation and mystery of what is going to happen next.'

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Year 10 Mock, Year 13 VIMA2 & Year 11 Mock Exam Timetable (26th February - 19th March)

Below is a copy of the mock exam timetable for Years 10, 11 & 13 Exams in February and March. Please make sure students have a good breakfast and they have the correct equipment with them for each exam, including a calculator (if needed) and a black pen.

If they wish to, they may bring water, but this needs to be in a clear plastic bottle with the label removed. Please remind your child that under no circumstances should mobile phones, earphones or watches be taken into exam rooms.

Date	Year Group	Start	Exam
Mon 26/02/2024	10	9.00am	Dance Media
	10	11.30am	Drama
	10	2.00pm	Combined Science Triple Science
Tues 27/02/2024	10	9.00am	English (Macbeth)
	10	11.30am	Geography
	10	2.00pm	Business
Weds 28/02/2024	10	9.00am	Computer Science
	10	11.30am	PE
	13	2.00pm	History Paper 1&2 (hybrid of both papers)
Thurs 29/02/2024	13	9.00am	Psychology Paper 1
	10 10 13 13 13	11.30am	French Writing Spanish Writing PE Paper 1 Politics Paper 1 Physics Paper 1
	10	2.00pm	Maths
	10	9.00am	Art Practical
	13	11.30am	Chemistry Paper 1 Economics Paper 1 Sociology Paper1 Media Paper 1
Fri 01/03/2024	11	2.00pm	Maths Paper 1 (Non Calc)
	13	8.30am	Religious Studies
	10	9.00am	BTEC Enterprise Component 1 Assessment
Mon 04/03/2024	11 13 13	9.00am	History (Medicine in Britain and The Western Front) Drama Maths Paper 1
	11	11.30am	English Language (Paper 2)
	11	2.00pm	Maths Paper 2 (Calc)
	11	9.00am	Combined Science: Biology Triple Science: Biology
	11 11 13 13 13 13	11.30am	Religious Studies DT Computer Science Paper 1 Geography Paper 1 Business Paper 1 Biology Paper 1 English Lit Paper 1 (Drama & Poetry)

	11	2.00pm	PE Paper 1 Sport Studies Spanish Listening & Reading (F) Spanish Listening & Reading (H)
Weds 06/03/2024	11 11 13	9.00am	Computer Science Paper 1 Dance History Paper 3 (Britain: Protest, Agitation & Parliamentary Reform)
Thurs 07/03/2024	13	8.30am	English Lit Paper 2 (The Gothic)
	11 11 13 13 13 13	9.00am	Engineering Citizenship Computer Science Paper 2 Geography Paper 2 Business Paper 2 Biology Paper 2
	11 11 11 13 13 13	11.30am	Business (Paper 2) BTEC Enterprise PE Paper 2 Politics Paper 2 Physics Paper 2
	11 13	2.00pm	Media (Component 1) Psychology Paper 2
Fri 08/03/2024	11 13	9.00am	History (Weimar & Nazi Germany) Maths Paper 2
	11 13 13 13 13	11.30am	PE (Paper 2) Chemistry Paper 2 Economics Paper 2 Sociology Paper 2 Media Paper 2
	11	2.00pm	Combined Science: Chemistry Triple Science: Chemistry
Mon 11/03/2024	13	9.00am	Art Practical
	11	9.00am	English Literature
	11	2.00pm	Maths Paper 3 (Calc)
Tues 12/03/2024	11	9.00am	Geography (Paper 1: Physical Geography)
	11	11.30am	Music Listening
	11	2.00pm	Computer Science Paper 2
Weds 13/03/2024	11	9.00am	Combined Science: Physics Triple Science: Physics
	11	11.30am	History (Superpower Relations and The Cold War and Anglo-Saxon Norman England)
Thurs 14/03/2024	11	9.00am	Food Hospitality & Catering (onscreen)
	11	11.30am	Construction (onscreen)
	11	2.00pm	Spanish Writing (F) Spanish Writing (H) French Writing (H)
Fri 15/03/2024	11	9.00am	Geography (Paper 3: Fieldwork)
	11	11.30am	Media (Component 2)
Mon 18/03/2024	11	9.00am	Art Practical Day 1
Tues 19/03/2024	11	9.00am	Art Practical Day 2

Top Tips for SUPPORTING CHILDREN WITH SEND

Supporting children with special educational needs and disabilities (SEND) in early years settings is of paramount importance. Early identification of SEND and appropriate rapid intervention can make a profound difference to a child's developmental trajectory, as well as to their overall wellbeing and learning.

IDENTIFY POTENTIAL SEND EARLY

To recognise potential learning delays, early years professionals should have a sound understanding of child development. Tools such as Development Matters or Birth to Five Matters can help in this regard. Remember that children develop at different rates, so potential delays may not necessarily be an indicator of SEND. Share any highlighted learning delays with your setting's SENCO.

FOCUS ON THE CHILD'S STRENGTHS

Inclusive environments recognise that all children have unique abilities and contributions to make, promoting a sense of belonging and acceptance. Celebrating children's strengths makes them feel valued and cultivates a positive sense of self. Building on the strengths of children with SEND ensures early years professionals can plan meaningful, enjoyable learning experiences.

SPEAK TO YOUR SENCO

Your setting's Special Educational Needs Co-Ordinator (SENCO) will be able to support you with any aspect of working with children who have SEND. This should include providing training, advice and support to early years practitioners – enhancing their understanding of SEND and helping them to develop effective strategies for supporting children with additional needs.

TAKE A GRADUATED APPROACH

Follow a clear process to ensure that support is tailored to the individual child. Identify and assess the child's needs, using information from sources such as parents and specialists. Develop a personalised plan outlining learning goals and strategies. Provide appropriate support, resources and adaptations for the child. Review their progress regularly, making adjustments as needed.

PLAN TRANSITIONS CAREFULLY

Transitions across the setting or to another environment can be especially challenging for children with SEND. Plan them in advance, working with the child's family and other relevant parties (such as their new teacher) to provide consistency and a sense of security. Social stories, visual cues and a gradual introduction to new environments can help to minimise the negative impact of transitions.

SEEK EXTERNAL SUPPORT

Some children may require additional support from health care professionals, specialist teachers or speech and language therapists. They will be able to work with you and the child's family to provide specific expertise. Your local authority early years team can advise on sourcing specialist support, including making referrals or requesting an Education, Health and Care Needs assessment.

ADAPT THE CURRICULUM

Use visual aids, Makaton, social stories or alterations to the learning environment to adapt the curriculum for learners with SEND. Adaptations should be based on each child's specific needs and strengths. Be mindful that children with SEND may require further support to master new skills and concepts, such as using visual cues or breaking tasks down into smaller steps.

DEVELOP PARENT PARTNERSHIPS

Regularly share information, discuss progress and address any concerns with parents. This helps to establish shared developmental goals and expectations, building consistency by allowing strategies used at nursery to be replicated at home. Ideally, the level of engagement with parents should enable them to contribute to assessments, planning and reviews of their child's progress.

INVEST IN ONGOING TRAINING

Regular training enhances the knowledge and skills of early years professionals when supporting children with SEND. Training could be an statutory requirement, relevant policies and procedures, or specific intervention strategies employed in your setting. It may be available through your local authority or stronger practice hub – or could be delivered by your SENCO.

OBSERVE AND ASSESS REGULARLY

Observe and assess the child's progress to ensure their personal plan reflects their particular needs. Good quality observation provides detail on the child's strengths, interests and preferences. Regular assessment helps with planning appropriate activities, experiences and intervention strategies. Take information on board from parents and any other professionals involved.

REVIEW THE SEND CODE OF PRACTICE

The SEND Code of Practice contains invaluable information about the obligations of settings working with children with SEND. It also offers advice on ways to support children who have SEND, as well as guidance on additional support which is available from a range of professionals.

Meet Our Expert

LEYF (London Early Years Foundation) was formed as Westminster Health Society in 1995, a time of poverty and shockingly high infant mortality. Pre-empting the harm, it promoted child welfare and family health – breaking new ground by offering professional children's training, outreach and home visits, drop-in sessions and parenting classes.



The National College

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Schools and Colleges Early Support Service: Parent and Carer Webinars



Dear Parents and Carers,

We would like to invite you to attend the **Spring Term** webinar series specially tailored for parents and carers of adolescents, in collaboration with the Schools and Colleges Early Support Service.

The topics have been chosen to reflect core developmental processes in adolescence and common difficulties parents can struggle with. The content is psychoeducational, strategy-based and solution focused. The webinars will cover the following topics:

- How to support your young person with low mood
- Early emerging School Based Avoidance: practical tips and strategies to support your child
- Anxiety in adolescence: how can parents and carers help?
- Adolescent self-harm: how to make sense of it and when to seek support
- Building resilience, staying connected and nurturing your relationship with your teen
- Understanding the impact of bullying on a young person's mental health: practical strategies to help you support your young person to get through their experience and feel okay again
- Managing teen behaviour that challenges: tips and tricks
- Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone
- Understanding the adolescent brain: strategies to help you understand and support young people's mental health and wellbeing

Further details on each webinar are below. To register please click on the relevant Zoom link. After registering, you will receive a confirmation email containing information about joining the meeting.

Schools and Colleges
Early Support Service



Anna Freud

Anxiety in adolescence: how can parents and carers help?

Tuesday 5 March 12:00-13:00

It is normal to sometimes feel anxious, however for some adolescents, anxiety can become a significant problem that stops them from doing things, e.g., talking to new people, going out with friends, or doing their best in exams. The focus of this webinar will be on what parents/carers can do to help their teens who are experiencing anxiety.

It will cover when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

[Click here](#) to register.

Adolescent self-harm: how to make sense of it and when to seek support

Wednesday 13 March 17:00-18:00

Adolescence brings about many challenges, including insecurity, self-consciousness, anxiety about one's own body, and peer pressure. It is not uncommon for teenagers to engage in some self-harmful behaviour for a period of time, for instance cutting, hair pulling or scratching. Understandably, these behaviours can be very concerning, distressing, and confusing for parents.

This webinar will provide an overview of the risk factors and methods of self-harm. It will explore the various reasons why young people may self-harm and offer ideas on how parents can talk to and support their teens. Lastly, it will discuss instances of self-harmful behaviour that may require professional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

Building resilience, staying connected and nurturing your relationship with your teen

Tuesday 19 March 12:00-13:00

Adolescence is a time of insecurity, strong feelings and growing autonomy which naturally affects the parent-child relationship and requires parents to find new ways of connecting with their teenagers. Parents may feel left out and worried, and they may experience a sense of loss over the relationship they used to have with their children when they were younger.

This webinar offers ideas on how to maintain and build trust with teenagers, how to stay connected and how to nurture the relationship with their teen. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

Understanding the impact of bullying on a young person's mental health:
practical strategies to help you support your young person to get through their experience and feel OK again

Thursday 21 March 12:00-13:00

While lots of young people experience bullying, it is an incredibly difficult thing to go through and can have a huge effect on your child's mental

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Early Support Service



Anna Freud

health and wellbeing. As a parent/carer, it can also feel very challenging and worrying.

This webinar will outline the different ways in which young people are bullied and discuss how this might impact them day to day. There will also be useful practical strategies to help you support your young person to get through their experience and feel ok again.

[Click here](#) to register.

Managing teen behaviour that challenges: tips and tricks

Wednesday 17 April 12:00-13:00

Most adolescents will at some stage in their development engage in behaviour that parents find challenging and worrying, for instance, substance misuse, being overly argumentative and rejecting, oppositional behaviour and excessive social media use. It can become difficult for parents to find ways of discussing their concerns with their teens who may increasingly not want to hear any advice their parents have to offer. This webinar will provide an overview of adolescent development and the brain, including common challenging behaviours during adolescence. It will discuss different parenting styles and offer tips for parents on how to approach and discuss challenging behaviour with teens, and how to set boundaries. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

Tuesday 23 April 12:00-13:00

Adolescence inherently consists of many storms that parents, families, and young people have to weather, many of which are driven by an intensity of emotions that is unique to this developmental stage. Teenagers grapple with their own identity, their social relationships, and their need for autonomy, and in turn parents face the challenge of being left out, managing their own reactions to strong teen emotions, and finding different ways of connecting with their teens.

This webinar will provide an overview of the changes adolescents go through, why teenagers experience such strong emotional fluctuations and how these are linked to processes in the brain. It will offer ideas on how to support teenager with their strong feelings and what to best avoid.

Lastly, the webinar will discuss the difference between normal emotional difficulties in adolescence and issues that may need additional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

Understanding the adolescent brain: strategies to help you understand and support young people's mental health and wellbeing

Thursday 25 April 17:00-18.00

Scientists have discovered that our brains physically change in response to our experiences throughout our lives. The teenage years are a time of significant brain change when young people are learning to adapt to the world around them.

This webinar will provide an insight into the stages of brain development through early childhood, adolescence and into adulthood. We will consider how changes in the brain affect the emotions and behaviour of

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Anna Freud

your young person whilst providing evidence-based strategies to help you understand and support their mental wellbeing.

[Click here](#) to register.

Parent and carer webinars: on-demand

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Anna Freud

How to support your young person with low mood

This webinar will offer some insight into spotting the signs and symptoms of low mood, understand why young people are vulnerable to experiencing this and offer evidence-based strategies to support a young person.



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How to support your young person when they get their exam results

This webinar will explore ways in which you can support your young person with feelings of anxiety around results day. We will offer top tips from our Young Champions and healthy strategies that you can use to support both yours and your young person's mental wellbeing.

Transition to secondary school: supporting your year 7 child with the ending and new beginning

This webinar will explore ways that you can support your child during this period of change. Top tips will be shared to help you to consider challenges and opportunities that may arise during transition, spotting when your child may be struggling, strategies to help you to support your child and exploring your own wellbeing. Resources will be shared on how you/they might seek further support if needed.



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How to support your young person with anxiety

This webinar explores when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

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Anna Freud